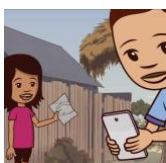




EARLY CHILDHOOD EPISODE 6: UPS & DOWNS



Synopsis: Little J is obsessed with the playground craze of "Knucks", while Big Cuz frets Sissy is choosing to play with a new phone instead of her.

In this episode, George lends Little J his 'knucks' so that he can practise for the knucks competition over the weekend. Knucks are made of old bones, and Old Dog ends up stealing some. Little J thinks that Levi lost them, but they figure out in the end that it was Old Dog all along. Nanna has to drop some supplies off to her friend Old Man who lives out of town in his own camp. Little J, Big Cuz, Levi and Sissy all go with Nanna. Big Cuz hopes to find some new bones to replace the ones that went missing from George's knuck set, Levi hopes to find some more animal poo for his 'rare poo collection', Big Cuz has activities planned for her and Sissy, but Sissy is more interested her mum's old phone which has heaps of games on it. Big Cuz feels left out and sad, and Little J learns that it's important to keep practising to improve at knucks.

In this Teacher Pack, there is an overview of how this episode can be utilised for key Learning Outcomes, including ***prompting questions***, with an outline of some activities based on the principles and practices outlined in the Early Years Learning Framework (EYLF). Along with best practice pedagogical approaches, and AITSL Standards relating to Indigenous content, we encourage all teachers to find ways to link the content of each episode to the local community in which they teach. Some packs will have activities that you can alter, adjust or build upon in order to ***connect to the local context***.

**If you're planning on utilising additional resources (such as videos, websites, books etc) touching on themes that are covered in this episode, we recommend you use the 'AIATSIS Guide to selecting and evaluating educational resources' to ensure you're representing Indigenous perspectives accurately.*

Links to the Early Years Learning Framework (EYLF):

Learning Outcomes

- Children are connected with and contribute to their world.
- Children are confident and involved learners.
- Children have a strong sense of wellbeing.
- Children are effective communicators.
- Children have a strong sense of identity.
- Children are active and informed members of the community.

EARLY CHILDHOOD PROMPTING QUESTIONS

These **prompting questions** incorporate the key elements of the EYLF, such as play-based learning, cultural responsiveness, and holistic approaches to child development. They also leverage the content from the episode to enhance children's screen literacy and engagement.

- *“What game were Little J and Levi playing?”*
 - (Answer: A game called ‘knucks’ like the word ‘knuckles’)
- *“What items did they need to be able to play knucks?”*
 - (Answer: They needed sheep knuckle bones)
- *“Who lent their knucks to Little J so he could practise on the weekend?”*
 - (Answer: George)
- *“Did Levi actually lose the knucks or did someone cheeky steal them?”*
 - (Answer: Old Dog took the knuck and buried it!)
- *“Why did Nanna have to go out bush?”*
 - (Answer: To drop off some food and supplies to Old Man’s camp)
- *“What did the kids do when they all went out bush?”*
 - (Answer: Little J was looking for more bones to replace the knucks that went missing. Levi was looking for different animal poos for his rare poo collection. Big Cuz wanted to paint pictures, and Sissy was taking photos with her phone)
- *“What kind of things can Sissy do with her phone?”*
 - (Answer: Play games, take photos, make a video).
- *“What CAN’T Sissy do with her phone when everyone is at Old Man’s camp out bush?”*
 - (Answer: She can’t call her mum because there is no reception for mobile phones when they are out bush).
- *“Is Old Man at his camp when Nanna and the kids visit with supplies?”*
 - (Answer: No).
- *“How does Nanna communicate with Old Man to let him know the supplies are at his camp? Does she use a phone to call him?”*
 - (Answer: She doesn’t use a phone, she uses a smoke signal instead! Smoke signals have been used by Aboriginal people since the beginning of time, way before phones were invented - they’re a really good way to communicate with someone who’s far away).
- *“What colour leaves does Nanna say you have to use to send a smoke signal?”*
 - (Answer: Green leaves. Young, green leaves create smoke, but old, dried leaves just burn)



- *“How did the kids discover that Old Dog was the one who had been stealing the knucks?”*
 - (Answer: Sissy had a video she filmed on her phone and Old Dog could be seen stealing the knuckles in the background of one of the videos).
- *“What else did the kids see in the videos on Sissy’s phone?”*
 - (Answer: They saw Big Cuz looking really sad).
- *“Why was Big Cuz sad?”*
 - (Answer: Because she wanted to play with Sissy but Sissy was too busy playing on her phone all day. This made Big Cuz feel left out)
- *“Have you ever felt left out before?” “Does it make you feel sad when your friends don’t play with you?” “What does that mean we have to be aware of? Do you think it’s important to make sure everyone feels included?”*

We encourage you to invite children into intentional conversations to explore the key learning experiences or interests arising from the viewing of this episode. Some of these conversations may be extended to become inquiry projects.

For this episode discussions could also be based around:

- strategies to help friends be included, or how to spot when someone is being left out
- different kinds of games similar to knucks
- different kinds of animal poos (like Levi’s rare poo collection)

The Early Years Learning Framework (EYLF) for Australia, titled "Belonging, Being & Becoming," aims to support early childhood educators in extending and enriching children’s learning from birth to five years and through the transition to school.

Based on the principles and practices outlined in the Early Years Learning Framework (EYLF) for Australia, here are some suggested activities that align with the document and can teach children about the world around them, encouraging collaboration, and building a sense of belonging.

You might like to encourage children to ask their parents, carers, or other members of their family units if they have ever played knucks.

